**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2** | | | **Date(s)**: **Day 6 of Task 1** |
| **Unit Title:** **Unit 1 - Understand Place Value (Hundreds, Tens, Ones)** | | | | **Corresponding Unit Task: Task 1**  **Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item.** | | |
| **Essential Question(s):**  **How do I compose numbers up to 1,000?**  **How do you know the value of a number?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Number lines from previous lesson, counters of some type, computer access for skip counting song, number line sheet for assessment** | | **Student:**  **Pencil, personal number lines, 3 different color crayons or colored pencils** | | | **Number lines**  **Skip count**  **Twos**  **Fives**  **Tens**  **Hundreds**  **Increments**  **Count on**  **Plot**  **patterns** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.2**  **Count within a 1,000; skip count by 5’s, 10’s, and 100’s** | | | | | |
| **I Can Statement(s):**  **I can count by 2s, 5s, 10s and 100s.**  **I can count by 5s, 10s, and 100s from a given number to 1000.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Using the website [http://player.discoveryeducation.com/index.cfm?guidAssetId=4EAF371A-80D1-4E16-966D-CB66C06BC370&blnFromSearch=1&productcode=US#](http://player.discoveryeducation.com/index.cfm?guidAssetId=4EAF371A-80D1-4E16-966D-CB66C06BC370&blnFromSearch=1&productcode=US) the teacher will play The Skip Counting Song (by 10s, 5s, and 2s) (3.5 minutes long) | | | | | |
| **Teacher Directed:**  Review skip counting by 10s and 100s using the plotted increments on a number line. Then ask students to skip count orally by 10s from 1-200.  The teacher will have a segment of the number line from 1-1000 (preferably starting with numbers other than one). The teacher will model the independent activity. On the number line, the teacher will circle increments of 5 in red, put a square around increments of 10 in green, and put a triangle around increments of 2 in blue. | | | | | |
| **Guided Practice:**  Give students a segment or two segments of the number line from 1 – 1000. Students will tap their finger to count by 2s, 5s, and 10s. | | | | | |
| **Independent Practice:**  On their number line, students will circle increments of 5 in red, put a square around increments of 10 in green, and put a triangle around increments of 2 in blue. Teacher will check student upon completion and place the completed number line in the classroom or in the hall. | | | | | |
| **Closing/Summarizing Strategy:**  Students will talk at their tables about the patterns they noticed when filling in the number line in the 3 different colors. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Skip counting starting with other numbers rather than the general even numbers or numbers ending in 0 and 5. | | | * Allow students to use a hundreds board in addition to the number line. | | | * Practice creating and counting sets of objects in groups of 2 and 5. |
| **Assessment(s):**  Teacher will use the number line to assess student knowledge of the concept. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |